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The Catholic Counselor

*An Organ of Communication for
Catholics in Guidance*

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The Catholic Counselor

DEDICATED TO OUR LADY OF GOOD COUNSEL

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PURPOSE OF THE PUBLICATION: To act as an organ of communication for Catholics in the field of guidance. Specifically, the staff plans through THE CATHOLIC COUNSELOR (1) to develop knowledge and interest in Student Personnel Work in Catholic Institutions; (2) to serve as a forum of expression on the mutual problems of Catholics in counseling; (3) to foster the professional growth of Catholic guidance workers by membership in the A.P.G.A. and (4) to encourage cooperation among Catholic Guidance Councils on local and regional levels.

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Editorial:

Do Catholic Professional Men Aid Guidance Counselors?

On another page some non-guidance people have submitted an interest-article on the need for more Catholics in the professions. Certainly Catholic guidance counselors should encourage competent youth into such fields of influence. However, what are Catholic professional people and their organizations doing to assist educators with their guidance programs?

While counselors should take the initiative to call upon such groups in any event, these capable people and their professional societies should devote part of their activities to career guidance efforts on behalf of their own profession. Catholic doctors, lawyers, and the like, whether as individuals or through their local guilds or associations, should offer some of their time to Catholic schools and parishes to inform young people of the requirements, training programs, and values of their profession. They could set up teams of speakers who would be available for career conferences; they could establish a scholarship or loan fund to assist needy young persons in their locality who might be barred from the profession because of the high cost of training; they could arrange for informal meetings to guide prospective candidates to their profession on entrance examinations, admission interviews, study habits, etc. They could speak to parent groups about their profession or write articles on this topic for their parish bulletin or diocesan newspaper.

Yes, there is much to be done on the part of the professional person and the educator, if sufficient young Catholics are inspired to sacrifice quick money for long, arduous years of professional preparation.

WELCOME, BROTHER LAWRENCE

You will notice a new name on our masthead along with the title of Associate Editor. Brother Lawrence Joseph, F.M.S., received this appointment at the Editorial Board and Staff meeting held last spring. He is no stranger to the field, and one of the real pioneers in Catholic guidance efforts. Long before Religious were in evidence at the national conventions of the American Personnel and Guidance Association or the American Psychological Association, this Marist Brother was fulfilling his professional duty as an active member of these and similar organizations.

Brother Lawrence has been recognized by his colleagues as an able organizer of Catholic high school guidance programs. His mimeo materials on guidance have been of great benefit to his associates, but alas, through modesty they too frequently never reached a wider audience. For many years, Brother has been a tireless advocate of formal guidance services in Catholic institutions. This he has done as a guidance director, high school principal, and member of a religious community. His admirers thought that it was high time that his talents and ideas be put to work for all Catholic education through the pages of THE CATHOLIC COUNSELOR. It is our hope that some day soon he will be at the helm of this significant periodical. You can offer your best wishes to him by sending him your literary contributions for these pages!

WELCOME, JOE POTTER

Another new member of our staff is Mr. Joseph Potter who is both the placement officer at Fordham University and the chairman of the Metropolitan Catholic college counselors group. This zealous psychological counselor will become our Employment Exchange Editor. If you are looking for a trained Catholic counselor or psychologist, or you seek a position as such, then contact Mr. Potter. Joe is willing to act as the clearing house for employment information, and thus help THE CATHOLIC COUNSELOR render another valuable service.

Brother Philip, O.S.F.

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Counseling The Former Seminarian

Rev. RICHARD P. VAUGHAN, S.J., University of San Francisco

OUT of a class of one hundred seminarians who begin their studies for the priesthood immediately after grammar school, at least eighty will never reach the goal. Among major seminarians, namely those who have completed the Junior Seminary and are engaged in philosophical or theological studies, the drop out is not so large. Nevertheless, some twenty or thirty out of a class of one hundred leave the seminary during this period of training. In view of these statistics, one might well ask what becomes of these young men once they decide against continuing on to the priesthood. How do they adjust to lay society? And what special problems do they meet?

THE AIM OF SEMINARY TRAINING

According to the thinking of the Church, the priestly vocation calls for complete self-dedication to a way of life that greatly differs from any other calling. Since this is the case, the Church has established ecclesiastical schools for the exclusive purpose of training young men for the priesthood. The sole purpose of life within the seminary is to equip the student with the necessary tools so that he may adequately adjust to the unique type of life which will be his as a future priest. When a young man decides to enter a seminary, he usually must leave his home and family. He must sacrifice his for-

mer companions. During his stay in the seminary, his companions will be those who like himself aspire to the priesthood. His social contacts, therefore, become very restricted.

If after a time the seminarian should decide that he is not fit for the priestly vocation, he then faces a period which demands many substantial readjustments. He must change whole patterns of thinking and acting that have become second nature. He must adjust to the ways of a world that has become quite remote from him during his stay in the seminary. A thing which he finds most noticeable and distressing is the fact that he is out of step with the rest of the world. In social accomplishments his former companions and peers have completely surpassed him. Moreover, because of the sheltered type of life which he formerly led, he finds it quite difficult to make many of the ordinary decisions that the average person his age takes for granted. This indecision further complicates the whole process of readjustment, inasmuch as, once he has left the seminary, he frequently finds it hard to settle upon a future career for himself.

WORTHWHILE PERSONALITIES

Much has been published on the subject of counseling for priestly and religious vocations, but few writers have devoted their time and effort to studying the problems of those who have tried to become priests but have found that they were not suited for such a calling. Inasmuch as the vocation to the priesthood demands high ideals and aspirations, the very fact that these young men have tried to attain such a lofty

Father Vaughan, who earned his doctorate in psychology at Fordham U., is also clinical psychologist at the McAuley Clinic, St. Mary's Hospital, San Francisco. His article is applicable also to those who withdraw from religious orders.

goal generally indicates that they have many excellent qualities. In view of these superior personal qualities, the former seminarian is certainly worth the time and effort expended in counseling and guidance, so that he may eventually make the best possible use of his potentialities.

Unfortunately a number of former seminarians never seem to make the adjustment to lay life by themselves, nor are they able to find the understanding counselor who can aid them in making this readjustment. As a result, these young men, although they have a great potential to lead thoroughly constructive lives, end up as misfits and failures. Since many former students to the priesthood attend Catholic universities and colleges, the problems of these young men in adjusting to the life of a layman should be the concern of guidance and counseling programs in our universities and colleges. If these programs are to function adequately in dealing with former seminarians, those who do the counseling must have an understanding of the unique set of problems that face these particular students once they begin to lead life anew outside the seminary walls. The aim of this article is to offer an analysis of the distinctive problems of the former seminarian and to make some suggestions as to how the counselor should deal with them.

SENSE OF FAILURE

One of the most penetrating and lasting effects of having to leave a seminary seems to be a deep sense of failure. The former seminarian feels that he has "let everyone down." He has failed God. He has failed his parents and relatives. He has failed his friends. All these looked forward to the day when he would mount the altar of God for the first time. Now

this day will never come. Perhaps, an even greater sense of failure comes from the realization that he has failed himself. Much of the former seminarian's fantasy life was devoted to his spiritual and humanitarian activities as a future priest. He readily envisaged himself as ministering to the suffering and the dying. These same thoughts inasmuch as they still come to mind after the seminarian has given up all hope of the priesthood, become ever present reminders of his failure.

FEELINGS OF GUILT

After first discontinuing studies for the priesthood, most former seminarians have a deep sense of guilt. They feel that they must take the full responsibility for their failure upon their own shoulders. Since a vocation is a gift of God, many feel that they have squandered this gift through their own negligence. They are afraid that one day they will have to answer before God for this misuse of a grace. Even when the former seminarian can offer many valid reasons which show that he never had a vocation and was clearly justified in not continuing on to the priesthood, still he frequently has underlying feelings that in some way he is guilty before God, and that he will never be able to answer for his terrible mistake. Some are so possessed by this thought that they lose all hope of saving their souls and abandon the external practice of their faith. Still others go so far as to become openly hostile to the Church. This hostility serves as a way of defense against the ever present feeling of guilt, which some former clerical students are unable to handle in a normal manner.

There is another group of former seminarians who go to the opposite extreme. These young men deal with

their feelings of guilt by telling themselves that one day they will return to the seminary and continue on to the priesthood. In their daily lives, they are extremely pious and conscientious. They try to follow a life as closely patterned after the seminary as possible. They fail to take any active part in the social life of people their own age and status. All their thoughts and actions are conditioned by their former life as candidates for the priesthood. They frequently choose a type of employment that is in some way related to the functions of a priest. They become teachers, counselors or social workers. Often their marriages are tempestuous affairs, because their hearts are not truly in married life. In their mind's eye, they still envisage themselves as priests, even though they clearly see that such an eventuality is utterly impossible under their present conditions of life.

WHITHER LIFE?

One of the questions which plagues the mind of the former seminarian is "what is the meaning of my life?" Up to the time that he departed from the seminary, life had only one meaning—becoming a priest. This was the ultimate goal of all his activities. Once he left the seminary, he lost this goal, and with it the meaning of his life. He turns from one course of studies to another. He frequently changes his employment. He does not know what he wants to do with his life, because he is unable to find a substitute for his former life's goal. The outcome of all this is a feeling of insecurity. He is not sure of himself. He does not trust his own decisions. Nor will he ever feel sure of himself and trust himself until he finds an adequate and satisfying goal to fill the place of his former goal.

A handicap that the former semi-

narian faces in re-establishing a new goal or ultimate aim for his life is a fear of accepting responsibility. Within the cloister of the seminary, life is very routine. There are few opportunities for exercising responsibility; this is especially true in a Minor Seminary. Frequently the only major responsibility which falls upon the shoulders of the seminarian is the duty of following the prescribed order of the day. Each day, therefore, offers the average seminarian few chances to make decisions for himself. But if he leaves the seminary, he finds himself thrown into innumerable situations where he has to make decisions for himself, a task for which his former life has not prepared him. His inability to shoulder responsibility not only causes havoc in his daily life, but seriously hampers any efforts towards developing a new satisfying goal for his future life, and ultimately explains why many former seminarians are constantly changing from one walk of life to another after they leave the seminary.

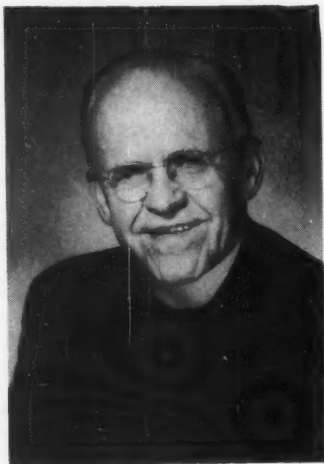
"GETTING BACK IN STEP"

A further problem that the former seminarian must face is the difficult task of "getting back in step." He finds that the world has passed him by during the years that he was in the seminary. This is especially true if he entered the seminary immediately after grammar school and remained there for five or six years. When he returns to his former surroundings, he feels very different from those of his own age. He usually does not know how to dance, but even if he does, he finds that he is unsure as to how he should act at a dance. When he dates a girl, he is constantly asking himself whether "he is going over" or "what must she think of me?" He finds himself very

(Continued on page 24)

Profiles of Catholics In Guidance

Vincent M. Murphy, Canisius College, Buffalo, N. Y.



FR. LIONEL CARRON S. J.

With four centuries of educational leadership to reassure him, an educator would hardly be blamed for feeling there is very little new under the academic sun. But such is a rare attitude in the Society of Jesus. Perhaps that is why theirs is a tradition of leadership. Take the case of Father Lionel V. Carron, S.J.

Father Carron was 37 years of age when in 1926 he was appointed Principal of a Detroit high school. By that time he had graduated from college, studied law at night, entered the Society of Jesus, been awarded his M.A. and squeezed in some six years of teaching experience. With such a history, another man might have been content to sit back and apply the fruits of experience to his new position. Not so with Father

Carron.

It was then that he began to take school he went, to summer courses at an interest in guidance. So back to Michigan and in 1932 to doctoral studies at Western Reserve. For the seven years subsequent to his reception of the doctorate, he served as dean of the evening school as he taught Psychology at John Carroll University.

In 1944, after two years spent teaching, testing and counseling in the Navy V-12 program, he was a student again. This time he was enrolled in a V. A. training program in counseling at New York's City College. He returned in 1945 to found a Veterans Counseling Center at John Carroll and direct it for the next six years. The year 1952 saw him move as a counselor to the University of Detroit where in two years he assumed the directorship of the Psychological Services Center, the organization he directs today. There Father spends much time developing a top-notch reading clinic.

What does he do with his "spare time"? Well, at present he's active in some eight professional societies. Of course, there's always time for research in his areas of special interest, emotional factors in reading disability and the utilization of personality inventories as controlled interviews. Looking at this crowded life time, few could deny that Father Lionel Carron has come close to the ideal of being "all things to all men".

Guiding Catholic Students Into The Professions

EDWARD H. KOREY and THOMAS J. MARSHALL
Brooklyn Alumni Sodality

THE Council of our Sodality* had finished its regular business and embarked on a general discussion of a moral problem in local government. A prominent lawyer and past president of the Sodality summed up the discussion with the remark "The basic trouble is that there are too few Catholics going into politics." "That isn't the whole story," was the answer given by a doctor on the Council. "Not only are there too few Catholics in politics, but those that we have are too often Catholics in name only". "I don't see why you pick on politics in particular," complained another. "Every time we discuss a moral question dealing with medicine, education, law, or any other professional field, we get the same old alibi from someone in that profession—too few Catholics entering the profession, and too few of those who are Catholics who live up to their religion in their daily work." "I'm sick and tired of all this talk about Catholics in professions" was the contribution of a businessman. "Isn't a man who is leading a really Catholic life contributing to Catholic Action no matter how he makes a living? The problem is to get people to live their religion, not to get Catholics into the professions!"

*The Brooklyn Alumni Sodality (an affiliate of the Prima-Primaria Sodality of the Roman College) is composed of college trained professional and business men, and affiliated with the Brooklyn Preparatory School.

That ended the discussion for that night, but some of the professional men who had done the most complaining about Catholics not entering their fields felt that there IS a particular need for Catholics in the various professions. Their first thought was in terms of the ethics of their professions, because most of their previous complaints had stemmed from instances of loose ethics they had observed among some of their colleagues.

CATHOLICS INFLUENCE PROFESSIONAL ETHICS

The greater the number of really religious Catholics among their colleagues, the greater would be the practical pressures that could be brought to bear in the formulation and enforcement of ethical codes. A sufficient nucleus of dedicated Catholics could draw to itself the many sincere members of other faiths, who believe in the same ethical principles that Catholics do, but who need organization to impose these on colleagues with a weaker ethical sense.

But this, our professional men soon realized, is a need that permeates all occupations. Dedicated Catholics can assume the same role in business associations, in labor unions, and elsewhere. The professions would have no special claim on Catholics, if this were the only argument. With all due modesty, however, those in the professions felt that they did have a further claim.

Whether they deserve it or not is

a debatable question, but those in the professions do enjoy a prestige simply because they are in the professions. A professor trades on this when he writes a letter to an editor, often on a subject far out of his field, and signs himself "Professor of _____, _____ University". Boards of Trustees, committees set up by various groups to influence public opinion, and committees appointed by public officials to study questions of public policy are composed very largely of professional men in order to give their actions and findings prestige with the general public.

Those individuals active in the various information media exercise a very direct influence on society. Those in the field of education consciously or unconsciously inculcate philosophical concepts while teaching their specialty. Scientists lend their prestige to different sides of questions involving public policy, as witness the many petitions pro and con publicized on the question of outlawing further experimentation with atomic weapons. In a democracy such as ours, important issues are decided ultimately by the majority opinion of the public at large. But this majority opinion is influenced, often decisively, by those in positions of prestige. The average person, who has neither the time nor background to study the arguments, accepts—often uncritically—the conclusions of those whose judgment he respects.

But why should Catholics be in these positions of influence? On most issues, there is no particularly Catholic point of view in the sense that there is a position acceptable to Catholics but not to non-Catholics. Yet there are issues on which non-Catholics may be divided whereas for Catholics there is only one right point of view. Birth control, euthanasia,

and the fight against indecent movies are examples. There are other issues on which thinking Catholics are divided as to practical measures to be taken, but united on fundamental philosophy. Misuse of the fifth amendment, the extent to which academic freedom should apply to what is taught in the college classroom, military aid to Tito, details of the federal loyalty program for screening government employees, and the outlawing of various types of segregation are examples.

To the extent that true Catholics attain positions of influence, and are successful in influencing their sincere non-Catholic colleagues, public opinion on such questions will be sounder in its conclusions, and the entire standard of morality that pervades our secular society will be raised.

ENCOURAGE CATHOLIC YOUTH INTO PROFESSIONS

Though this reasoning was at no time as specifically spelled out at a Council meeting, the Council did finally decide that the question of encouraging Catholic youth to enter the professions was one which merited exploration and preliminary consideration was given by the members to the following questions: Are Catholics represented adequately in the professions today? Is the influence of Catholic thought felt in our society today? Have Catholics been alerted to the selectivity being forced on colleges and universities today? Are Catholic colleges expanding to meet the new rush of qualified applicants? To all of these questions, the majority felt the answers to be substantially in the negative.

Further questions were given consideration. Are our Catholic young people, as a class, lacking in competi-

tive drive? Are they sufficiently eager for higher education to be ready and willing to make sacrifices, as do non-Catholic groups, to secure it? Are Catholics too complacent about their social and economic status in America today? Here again, it was generally agreed, too many Catholic parents are lacking in an awareness of the value of higher education and professional training, and apathetic about such a goal as a collective Catholic influence on American life.

With due allowance made for the canonical restraints placed upon human ambition and the inordinate desire for material advancement, there was a strong feeling that too many of our young people lack incentive, a sense of direction, and the proper orientation so necessary to the attainment of successful careers in later life. It is in this area, it was felt, that the evidence of a lack of guidance was most apparent. The members felt there was a need to bring out some proposals which might point the way to a workable information and guidance program to help our Catholic youth into college and from there into the professions.

Representative of each of the following professions spoke to the Council: teaching, medicine, law, dentistry, engineering, and business. All agreed that Catholics are not holding their own, numerically and percentage-wise, in the professions. Their conclusions pointed up one inescapable fact: the basic cause of this condition does not lie in prejudice, although Catholics do encounter it at times, or in lack of finances, but rather in a basic lack of incentive and determination on the part of many young people. Added to this is the all too frequent absence of sufficient guidance, directed both to parents and

to students, necessary for long-range planning with regard to careers.

PARENTS AND PARISH ARE KEY FACTORS

The major problem is that of awakening Catholics generally to the value of higher education. Parents, especially, must be alerted to the importance of a better standard of scholarship and high averages on the part of their children from their earliest school years. Parents might well be made to see that permissive discipline in the home is usually a deterrent to good school work. Parental over-protectiveness, too, is reflected adversely in a child's scholastic achievement.

Since financial sacrifice by parents is almost invariably an indispensable ingredient of higher education, they should be made to understand the necessity for it and the value of it in terms of the benefits that accrue to their children. Without becoming over-anxious or materialistic about it, they should offer their children every opportunity to keep pace economically, socially, and intellectually with their fellow citizens of other faiths.

Every Catholic parish should attempt to develop a program of educational guidance and information to be made available to each member of the congregation. This might be effected under diocesan supervision and direction, and organized in such a way as to reach children not attending the Catholic schools and their parents.

Since a word from the pulpit often bears more weight than a volume of print, it was felt that this medium should be employed at regular intervals to call attention to the need for higher education and to the facilities being offered.

Catholic book racks could materially assist the effectiveness of such a

program if pamphlets were prepared by competent specialists in the various branches of the professions and in the field of guidance. Church authorities, Catholic publishers, and Catholic universities could each play their part in stimulating such a program.

RESOURCES AVAILABLE FOR SUCH GUIDANCE

Many Catholic organizations representing the professions have in the past been willing to provide qualified speakers to address groups of parents and students interested in acquiring information about opportunities, requirements, and problems affecting their professions. This work could be expanded and integrated with the work of parish guidance programs.

Catholic elementary and high schools, generally, conduct guidance programs but, as is true for such programs in public school systems, these vary in both extent and quality. Much more could be done along the lines of pooling information, exchanging good practices, and making local pastors more aware of the need for specific budgeting for guidance in their school finances.

The Catholic press has always been a bulwark in any effort or drive designed to raise the status of Catholics in our society. A carefully planned, and continuing, series of articles on vocational opportunities, on the need for upgrading scholastic achievement, and on the obligations of Catholic parents in making possible the full development of their children's potentialities, would do much to bridge the gap that too often exists between the parochial school authorities and parents who find it difficult to attend school meetings devoted to these topics.

Any program for attracting Catholics to the professions would be

sterile in its effects if it neglected the spiritual side of the problem. Catholic colleges and universities can make significant contributions in this regard both through a critical examination of their own curriculum offerings and through expansion of their alumni activities. The Catholic universities do give very fine courses in ethics as applied to the various professions. Could these courses be made even more specific in anticipating situations the graduates will face in actual practice? Is enough use made of question and answer periods with those who have won material success in the profession doing the answering? If this were done more universally, graduates would not have that easy "out" in later life of calling their professors "Ivory-Towerish" in teaching that the professional person can succeed without cutting ethical corners. Is there sufficient organized effort to provide facilities for discussion by graduates who wish guidance in applying ethical concepts now that they are actually facing situations that raise problems of conscience? Are the publications sent to Alumni offering enough spiritual guidance in these respects? Is enough stress being laid on the desirability of joining Catholic professional organizations and using them to raise the ethical standards of the profession at large? Are Catholic colleges organizing in professional ethics for those of their students who will take their professional training in secular universities? Much along each of these lines is being done already. But even more can, and should, be done.

Professional men have raised some interesting questions and supplied some answers. The editorial commented briefly on the topic. Won't you forward us your reactions?

Catholic Counselors Book Shelf

Daniel C. Sullivan, St. John's University

Fundamental Child Psychology by

Justin Pikunas

Milwaukee: Bruce Publishing Co., 1957 — 259 Pp.

In the foreword to this publication Fr. Farrell asserts that required courses in educational psychology usually touch lightly on the facets of child growth and development. This increases the need for courses and texts in child psychology. A cursory investigation of the bookshelves in any Catholic university library will make one cognizant of the fact that there is an acute dearth of Catholic texts in this field. This particular text has been oriented toward the needs of the prospective teacher and the inquiring parent.

This endeavor to serve a dual audience has tended to decrease the value of this book for teachers or prospective teachers. It is oversimplified and lacking in the caliber of scholarship one expects in psychology texts. It is beyond the scope of the present review to catalogue and substantiate the defects of **FUNDAMENTAL CHILD PSYCHOLOGY**, but a few criticisms and illustrations may serve as sampling of the flaws contained in this work. The author has only included seven footnotes as references to texts or journals in the entire book. In the text he continually cites findings, sometimes questionable, in percentage units without giving his sources. He also includes figures with percentages and other growth units without citing his sources. The employment of statistical and experimental nomenclature is exiguous. Such terms as statistical

significance and correlation are rarely utilized. One of the few times the concept of correlation is mentioned it is employed in the following manner: "Because the relationship between physical growth and mental maturation is positively correlated, many aspects of the child's mind are directly dependent upon his physical structure and growth." Certainly mental disfunction has been demonstrated at times to be physiogenic in origin, but a positive coefficient of correlation cannot be interpreted as proof of a causal relationship. The possibilities of multiple causation or of extraneous variables affecting experimental findings are rarely considered. One illustration of this is the author's reference to Terman's studies on the social, physical, intellectual, and moral characteristics of gifted children. The possibility of socio-economic status influencing the results is not mentioned. Many important areas in child psychology are neglected or treated inadequately. The nature-nurture controversy, the difficulties encountered in testing infants and pre-school children, and the role of conditioning in childhood fears are completely ignored or glossed over.

FUNDAMENTAL CHILD PSYCHOLOGY is really an outline of child development. It is a simplified, popularized and very readable book rather than a text. In an introductory statement the author maintains that the text is intended to broaden the reader's psychological insight and to sharpen his ability in scientific method. The former goal may be attained if the book is directed to parents rather than teachers. There is much in this book which would be of definite value to the average mother and father. I do not feel that the latter goal, the development of ability in scientific method, will be achieved by parents or prospective teachers

through reading this work.

Joseph Halliwell, Ph.D.

Asst. Professor of Education and
Acting Dir. of Evening Session
St. John's Univ., Jamaica, N. Y.

OCCUPATIONAL INFORMATION

by

Robert Hoppock. New York: McGraw-Hill,
1957, 534 pp.

This is Dr. Hoppock's latest contribution to the field of occupational information. In general, I feel that this is more than just a textbook; it is, besides being a source of information and ideas, a philosophy of occupational information. The author takes the stand throughout the book that the counselor or teacher of occupations has the duty of seeing that what the client gets is the truth, the whole truth, and nothing but the truth about an occupation. This means, of course, that the counselor or teacher must work himself when he might be tempted to tell a client to, "go read a book about it." In order to put your minds at rest, I might add that Dr. Hoppock is practical; he knows that many counselors lack two important items, to wit, time and money. He offers some very fine suggestions on how to combat this two-headed monster.

The book itself, not unlike Gaul, may be divided into three parts. The first of which contains information that I think is essential for the beginning counselor to possess; for example, sources of occupational information, how to appraise this material, how to file it, the knowledge the counselor should have about specific occupations, and the like. The second area of discussion centers around the use of occupational information in counseling. Chapter 10 is a masterpiece of summarization, and will introduce the newcomer to the many

authors who have written on the subject of occupational counseling. The two chapters which follow consider the same topic, but are the result of the author's own thinking and experiences. The third overall section concerns itself with the teaching of occupations, and should come to the rescue of teachers who are in search of tried, and by no means tired, methods of keeping students interested. The lesson plan which is a course for counselors and teachers is worth the price of the book, and the bibliography is an excellent overview of the studies in this field.

Dr. Hoppock's work is a compilation of suggestions and ideas, and if you are interested in beginning or improving as a counselor or teacher of occupations, you should find these of value to your professional development.

Brother Felician, O.S.F.,
Guidance Director, St. Francis
Preparatory School, B'klyn, N.Y.

NEW TITLES IN THE VOCATIONAL GUIDANCE MANUALS:

The Vocational Guidance Manuals (1011 E. Tremont Ave., New York 60, N. Y.) are a series of occupational monographs in "pocket-book form. They are expertly written in a simple, direct manner and cover all essential information from a description of the industry to related fields. Three new additions in the "Opportunities In" series are: **CHEMICAL ENGINEERING** by Ralph Katzen; **DANCING** by Paul Denis; **CIVIL SERVICE** by Morton Yarmon. All carry a 1957 copyright while a new edition of **OPPORTUNITIES IN SOCIAL WORK** by Joseph P. Anderson is now available. Excellent for career reports.

Should Catholic Colleges Provide Remedial Programs?

PAUL CENTI, Fordham University, N. Y. C.

THE subject of this article "Should Catholic Colleges Provide Remedial Programs?" is a question with which Catholic college administrators are presently concerned. In using the term "remedial", I am here referring to those programs in the reading, study skills, speech, and the various subject areas, particularly English and mathematics, which have as their objective not only the correction of observed deficiencies but also the promotion of increased ability and the acquisition of those skills which are necessary for more effective and efficient learning.

Obviously, the answer to the question that we have here posed is directly related to the educational objectives of the college or university concerned. Catholic education has always taken as its primary purpose the moral and spiritual development of the students entrusted to its care. Our aim is to develop the "perfect Christian". In addition, Catholic institutions of higher learning, I believe, would subscribe to the traditional view of the aims and purposes of the university. Father McGucken, S.J., writing in the 41st yearbook of the N.S.S.E. (p. 270) states that this traditional view embraces the following aims:

- (1) the conservation of knowledge, ideas, and values;
- (2) the interpretation and trans-

Dr. Centi, Senior Guidance Officer, Fordham U. Psychological Services, is often occupied with the remedial work about which he writes. His ideas apply even more to our elementary and secondary schools.

mission of knowledge, ideas, and values;

- (3) the quest for truth through scholarly research; and
- (4) the preparation for the professions not by mere ad-hoc training in techniques but by intelligent thorough training in the principles underlying the professions.

Implicit in this view are two important points which must be considered. First of all, Catholic higher education is decidedly intellectual in orientation. Secondly, there is the assumption that students who come to us are prepared academically and in all the basic skills to profit from what we have to offer.

Considering these two points and remembering also that we are selective institutions to which students apply for admission, we are led, it seems to me, to the conclusion that our colleges and universities are not required to provide remedial programs. We have no responsibility to provide any form of remedial treatment to students who cannot profit from the learning experience offered.

A second question, however, now poses itself. Is the contemporary situation such that remedial programs are necessary today in Catholic colleges and universities in order to make possible the achievement of objectives?

Instruction on the college level is usually based, we have said, on the assumption that all students have attained the skills necessary to do college work successfully. Results of investigations have indicated, how-

ever, that such an assumption today is unwarranted. It is no exaggeration to say that too many students today enter college so deficient in some areas as to be wholly ill-prepared for successful college study.

One investigator, working at a large southern university, found that 55½% of the freshmen fell below the standard of high school seniors in reading ability. One-fifth of the students were unable to read as well as the average pupil in the last year of the Junior High School. Another investigator found that 20½% of second year students in a large mid-western university read less efficiently than the average eighth-grade pupil.

It is not only in reading ability that many students are deficient; evidence is available to indicate that deficiencies exist also in the areas of English, mathematics, study skills, and speech. To quote from these studies seems unnecessary, for our own experiences have shown us that many college students are not adequately prepared in these areas. (It is important to remember in this connection that deficiencies in these areas have not only a direct effect on academic performance; they have an effect also on the general personal adjustment of the student which in turn is important in determining his level of performance. It is necessary to recall this especially in reference to speech problems which on the surface appear unrelated to academic proficiency.)

Reasons why this situation exist are many. College students are no longer the more or less homogeneous groups they once were. The implementation of the concept of "universal free public education" on the lower levels has meant in many secondary schools the lowering of aca-

demic standards and achievements. The increasing emphasis on the value of education has resulted in large numbers of ill-prepared high school graduates applying and being admitted to our colleges and universities. Furthermore, the transition from high school to college often has not been adequately anticipated. In college, the student is quite suddenly confronted with considerably more work to be done—and work which is considerably more difficult than any previously met. No matter how good his previous training has been, he will experience some difficulty in meeting the demands of his college studies.

It is true that the greater portion of responsibility in this matter rests with the elementary and secondary schools, but the problem nevertheless remains to be solved. Until that time when programs on the lower levels are reorganized or more fully developed, it remains for the colleges and universities to provide the solution. The colleges and universities must provide the remedial instruction needed.

REMEDIAL PROGRAM NEEDED

What are the alternatives? Are we, through an intensive screening of all students who apply for admission, to reject the applications of all students who we determine have not the necessary basic skills for successful college level work? Following this policy today would result understandably in an appreciable decrease in enrollment and in consequent loss of talent and much needed revenue.

Or are we to accept all students who meet our standards for admission and to ignore completely the obvious deficiencies by providing no formal opportunity for these students to acquire these necessary

skills? Shall we leave the students to do as best they can? One result here could certainly be a high mortality, especially in the freshman year. In addition, our educational objectives would not be fully realized, for many students would not be prepared to get the maximum value from the college experience. Another possible result, and one which is more serious, is the gradual lowering of the academic standard of the institution as it is found that many students are unable to do the required work.

Consequently, Catholic colleges and universities are left with the necessity of providing these special services if they are to achieve the objectives which they have set for themselves.

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Inquiries Welcome

The Readers' Forum

"I have just reviewed the Winter, 1957, copy of THE CATHOLIC COUNSELOR. This was my first acquaintance with this publication.

I read with interest the purposes of the publication which were outlined on the cover page. It would seem to me that a publication such as this can fill a very real and a very unique need in stressing points 2 and 4—discussing mutual problems of Catholic counselors and encouraging cooperation among Catholic guidance counselors. Functions 1 and 3 might very well continue to be cared for through already existing publications.

I feel very strongly that in the area of counseling where a human being is under scrutiny there is a need for giving Catholic counselors a Catholic point of view in regard to the nature and inherent dignity of man. It is in these areas of the Catholic viewpoint on counseling problems that I, as a counselor, and a Catholic, shall look forward to help from your periodical in the years ahead.

You have my sincere good wishes for success in this venture."

MARGARET E. ANDREWS

Consultant in Business Education and Placement, Minn. Public Schools; Secretary, National Vocational Guidance Association.

"Thank you for the sample copy of THE CATHOLIC COUNSELOR. I think that it is a worthy publication and I shall ask the Library to subscribe for it."

ANTON J. SLECHTICKY.

Acting Chairman,
Education Dept.,
Holas College, Iowa.

"I have just received my first copy of THE CATHOLIC COUNSELOR. I enjoyed it very much and I think it is a fine step in the right direction. I certainly would like to see it survive and have a big circulation. If there is any help that I can give you in any other way do not fail to contact me."

EMELINE KOLLMAN.

Director of Guidance,
Bloomington H. S., Illinois.

"In answer to your letter of March 27, I will be happy to advertise THE CATHOLIC COUNSELOR in my education classes. I think it has a real contribution to make to one of our needs."

SISTER M. MICHAEL, IHM

Immaculate Heart College, Calif.

TRY THESE IDEAS!

ST. FRANCIS PREP'S Guidance Department in Brooklyn got a daily scholarship club functioning at 8 a.m., but found it took parental prodding to really get the boys stirred up on the matter, so they wrote a letter home telling parents of their son's scholarship potential. CHAMINADE HIGH in Mineola, L. I., went them one better by calling a spring meeting of sophomore and juniors with intellectual ability and their parents. A panel of guests motivated them on study habits, developing a hunger for learning, and the why-how of scholarships. They were encouraged to prepare for scholarships over the summer, and plans were readied for a regular scholarship class when they returned in the fall. Sounds good!

RESEARCH REVIEW, a regular feature in the past, was omitted in this issue because no one submitted abstracts of their thesis or dissertation. If your research would be of particular interest to Catholic counselors, why not send a summary of it to the Editor?

Participants in the first Catholic guidance program for television discuss plans for the fifty-two week series with Mrs. Pat Ferrar, Director of Educational Television for the National Broadcasting Company. "Insight for Youth" is based on the new group guidance book, IT'S YOUR LIFE, and features the authors who are pictured above—Dr. James Cribbin, Brother Philip Harris, O.S.F. (program coordinator), and Father William McMahon. Televised by WRCA each Sunday morning (9:15 a.m.), the show is produced by the Student Personnel Service of St. Francis College, Brooklyn, in conjunction with Radio and Television Communications of the Archdiocese of New York. It offers counseling sessions, interviews, lectures, and films for the guidance of teenagers.



How We Started Our Guidance Program

SISTER MARY SYLVINE, C.S.S.F., Immaculate Conception H.S., N. J.

Before I proceed to describe the organization of our Guidance Program, I would like to sketch a few facts about our institution.

The Immaculate Conception High School at Lodi, New Jersey, is a four year secondary school with a current enrollment of 435 girls. We offer Academic and Commercial courses. Fifteen Sisters, one priest, and one lay teacher staff the school headed by the Principal who alone is without teaching responsibilities.

INITIATING THE PROGRAM

A guidance program was initiated last year by our Principal, who, before the school year began, approached faculty members concerning the new project. This democratic and prudent procedure prepared the teachers for the faculty meeting at which the organization of a guidance service was considered. The aim of the program was put forward, and emphasis was placed on the fact that each member of the faculty had already been doing some guidance and would continue doing so; also, that the cooperation of each faculty member was essential for the success of the project. We reviewed what we had actually done in the matter of guidance, what policies, techniques, practices, and procedures would be

continued, and what new ones introduced. Underlying principles of good guidance procedures were explained.

At this very first gathering the in-service training of members was discussed. Teachers were encouraged to contribute their ideas, and to educate themselves through the use of texts and magazines concerning the various fields of the program. New books which had been purchased for this purpose were placed on a special teachers' shelf.

We joined the American Personnel and Guidance Association and received *THE PERSONNEL and GUIDANCE JOURNAL* and the *VOCATIONAL GUIDANCE QUARTERLY*. In addition to the current information from these journals, joining the APGA raised our professional morale.

For several years, the school has received the "Clearing House," and this too was added to the Teachers' Shelf. In addition, our counselor applied to the New Jersey State Department of Education for a Teacher Counselor certificate.

In-service training continued through reading, and each new technique was explained to the Sisters at our monthly meetings. We have another very important advantage. Every evening the faculty spends recreation together and are thus enabled to familiarize themselves with urgent problems. Our in-service training is very informal but there is definite interest in the group.

OUTLINES FOR HOMEROOM GUIDANCE

At the pre-school faculty meeting

Sister Mary Sylvina, C.S.S.F. (M.A. Personnel and Guidance, Seton Hall U.) is counselor in the school about which she writes. Her step by step exposition of the inauguration of a Guidance Program may help and encourage other schools to establish Guidance Programs of their own.

the teachers requested uniform outlines to follow in respective homerooms. It was decided that the guidance counselor work out two or three outlines each month and present them to homeroom teachers. Naturally, some topics are common to all, whether freshmen or seniors; however, there are needs and interests peculiar to age groups. Topics like Orientation, the Nature and Purpose of our School, School Rules and Regulations, How to Study, Courtesy, Character Education, Encouragement of Wholesome Attitudes, Personality Development, How to Find a Job, How to Fill Out Working Papers, How to Obtain Social Security were part of these group procedures. The methods of presentation were left to the initiative of respective teachers. Panel discussions, radio programs or forum were used to help the students develop leadership.

We used the Champaign guidance charts with our juniors and seniors. These charts were useful in bringing out the correlation of high school subjects with the various avenues of occupations opened to students who have outstanding ability and interest in specific school subjects. Our commercial students had the greatest advantage for they daily received pointers concerning their future careers.

As to extracurricular activities—we continued to build upon what already was accepted at Immaculate Conception High. We neither cancelled nor added any new clubs, but we did initiate Scholarship Classes for seniors, and we also joined the National Honor Society. Our Student Council was exceptionally active and this provided another avenue of approach to our students.

Occupations were studied from the very beginning of the school year. We continued to add to our Occupa-

tional File and kept at hand Gertrude Forrester's "Occupational Literature", which is a source of free occupational material.

OCCUPATIONS CLASSES

We organized three classes in Occupations. Each met once a week. There was a class of juniors and two classes of freshmen. One may question, "Why give attention in this area to the freshmen?" It is neither too early in their school life to inform them of the opportunities awaiting them at the completion of high school, nor is it a waste of time. In fact, it can prevent many heartbreaking mistakes which might have to be rectified in the junior or senior year. To state one of several examples: In the second half of this year a Commercial junior sought information about becoming a Registered Nurse. We had to convince her that she did not have the academic requirements to enter a nursing school. She applied to four hospitals, and always received the same reply—she needed certain academic subjects. It was too late in the junior year to change to an academic program. Such incidents can be avoided if we reach our freshmen, give them an early start, and help them understand the relationship between chosen work and the necessary requirements.

Because of economic conditions in the families, a number of girls drop out before completing the four years. A course of Occupations taught in the Ninth Grade thus gives them at least a bit of help and understanding. Since personal success and happiness are dependent upon a wise choice, we should help students early in their high school years, so that in their junior year they will be able to concentrate and choose wisely. In their junior year they should fill out applications to schools of higher learn-

ing or seek positions in accordance with their abilities and interests.

The classes in Occupations provided opportunity to concentrate on specific occupations of interest to students. They learned "How to Study an Occupation". Five visiting speakers had spoken at assemblies to students, giving them first-hand information on specific jobs. The bulletin board was another medium of presenting Occupational material to students.

COUNSELING

"Counseling is the heart of the guidance program and group procedures pave the way for individual counseling." Since we just organized guidance services this year, we thought we would wait until about December before scheduling interviews. But, as soon as the girls noticed the sign on the office, they began requesting private conferences. In the first semester students came on their own request, but in January we scheduled the seniors, followed by juniors, sophomores, and freshmen.

CUMULATIVE RECORDS

Perhaps some one wonders—"On what basis were the interviews conducted? Had we any information about each girl?" This is where the need for guidance records arose. We introduced Personal Data Records, which each girl filled out during a homeroom period. Concerning scholastic achievement of students it was necessary to obtain data each time from the main office. This, however, was very inconvenient as the Guidance Office is on the first floor, and the Main Office on the second. As early as November we were convinced that we would have to order cumulative records. It was difficult to decide on the form to be used, but for many practical reasons in our situation, we chose the envelope style of cumulative record from The Na-

tional Association of Secondary School Principals. In January, Anecdotal Records were explained, and teachers began to use them. Autobiographies written by sophomores were also added to the envelopes.

After our Mid-term Examinations the faculty held case conferences on all students who were failing any subject. Also at this time, three types of reports were sent by mail to parents—a Deficiency Report for failure, a Warning Report if the student was not working up to capacity—or a Commendation Report for outstanding work. Parents were invited to the school on the following Sunday.

Our Testing Program continued as in previous years. All girls seeking admission had to take an entrance test of mental ability. Freshmen took a standardized reading test. Sophomores and juniors took an achievement test, and the seniors were tested on the USES GENERAL APTITUDE TEST BATTERY through the cooperation of the New Jersey State Employment Agency. All results of the tests are used for guidance purposes.

Placement of graduates into schools of higher education and secretarial work has been gratifying.

Very little was done this year concerning a follow-up program. Accurate records were kept of all dropouts. Also information about the present graduates is being filed away for use in our follow-up next year.

Our guidance program is in its infancy, but the results of this first year's endeavors have borne fruit. We hope to expand next year, and make use of Visual Aids. The Junior Chamber of Commerce has already offered its service in planning a Career Day. With a new school and increased space and facilities, expansion of the program will be possible.

A Selected Bibliography On How-To-Study Manuals

PHILIP D. CRISTANTIELLO, St. Peter's College, N. J.

1. Aiken, Daymond J. **YOU CAN LEARN HOW TO STUDY.** New York: Rinehart, 1953. 58pp.
This is a well executed and highly readable guide that should be able to hold the interest of students at both the high school and college levels. Its chapter on HOW TO DO CREATIVE WORK is worth introducing to every college student.
2. Armstrong, William H. **STUDY IS HARD WORK.** New York: Harper 1956. 167 pp.
An excellent combination of stimulating text and study manual suitable for prep school and first year college students. Offers an especially good chapter on interest and motivation in study.
3. Brown, Howard E. **THIS IS THE WAY TO STUDY.** New York: Lippincott, 1955. 109 pp.
In clear expository style addressed to the student, the author applies the findings of psychology to the task of study. Illustrated with photographs and examples from daily living. Chapter summaries highlight the techniques.
4. Centi, Paul. **HOW TO STUDY MORE EFFECTIVELY.** New York: Fordham University Press, 1955. 28 pp.
Aimed at college freshmen, this handy guide presents a summary listing of the most often recommended study procedures on a wide range of topics.
5. Cole, L. and Ferguson, J. M. **STUDENT'S GUIDE TO EFFICIENT STUDY.** New York: Rinehart, 1954. 70 pp.
Based upon research conducted by the authors, this booklet offers some noteworthy sections on problem solving in mathematics, note-taking, and writing reports.
6. Dabourian, H. M. **HOW TO STUDY TO SOLVE.** Cambridge: Addison-Wesley, 1954. 41 pp.
Designed primarily for students entering physical sciences. Offers examples of effective ways to study mathematical subjects and to solve problems.
7. DiMichael, Salvatore G. **IMPROVING PERSONALITY AND STUDY SKILLS IN COLLEGE.** Milwaukee: Bruce, 1951. 304 pp.
A comprehensive and well organized guide for use in an orientation or how-to-study course. Emphasizes the development of attitudes, goals, and habits which will contribute to proper adjustment in or out of college.
8. Frederick, R. W., Kitchen, P. C., and McElwee, A. R. **A GUIDE TO COLLEGE STUDY.** New York: Appleton-Century-Crofts, 1947. 341 pp.
Students will want to refer to this frequently to help cope with academic assignments. Especially useful are sections on how to use the library, reference books, and how to read novels, plays, and poetry.
9. Jones, Edward S. **IMPROVEMENT OF STUDY HABITS.** Buffalo: Foster and Stewart, 1951. 127 pp.
A good primer for college students on how to develop efficiency in studying. A chapter on MENTAL HYGIENE FOR THE STUDENT offers some practical help for handling the non-intellectual factors which may interfere with study.
10. Kelley, Victor H. and Greene, Harry A. **BETTER READING AND STUDY HABITS.** Yonkers-on-Hudson: World Book, 1947. 73 pp.
A well organized booklet divided into the two main sections as the title indicates. Chief value is the first part which offers sound pointers on the improvement of reading skills. Exercises at end of chapter, however, are too brief for real practice.

11. Meenes, Max. **STUDYING AND LEARNING.** Garden City: Doubleday (Double-day Papers in Psychology), 1954. 68 pp.
A rather extensive coverage of what the field of psychology has contributed to an understanding of the nature of learning and studying. It would be suitable for students who are able to take the principles and suggestions from the descriptive treatment and apply them to the problems they have in learning and studying.
12. New York State Counselors Association. **TIPS ON HOW TO STUDY.** Albany: Delmar, 1956. 73 pp.
A highly readable and comprehensive study guide which should be easily accepted by elementary and high school students. Its many cat-chy cartoons will delight pupils and help get the study tips across.
13. Orchard, Norris E. **STUDY SUCCESSFULLY.** New York: McGraw-Hill, 1953. 80 pp.
A clear, illustrated guide suitable for high school students. Provides good direction on the writing of a composition and the use of the library.
14. Robinson, Francis P. **EFFECTIVE STUDY.** New York: Harper, 1946. 262 pp.
A work-book and manual combined. Presents the practical implications of research on the most effective means of studying. Especially worthwhile are the sections on preparing for examinations, concentration,, and what is often overlooked in study manuals—learning in the classroom.
15. Shaw, Philip B. **EFFECTIVE READING AND LEARNING.** New York: Crowell, 1955. 447 pp.
A work-book and manual suitable for a comprehensive college level course on how-to-study. Has many excellent sections which may be used independently in counseling for individual study difficulties.
16. Smith, Samuel, et al. **BEST METHODS OF STUDY.** New York: Barnes and Noble, 1955. 132 pp.
Provides practical hints on study techniques applicable to needs of high school seniors or college freshmen. Contains special chapters for various subjects such as mathematics and science.
17. Somerville, John. **THE ENJOYMENT OF STUDY.** New York: Abelard-Schuman, 1954. 209 pp.
A very readable text for persons who study either in school or out. Features suggestions offered by students who have presumably solved study problems in various situations. Suited for college and advanced high school levels.
18. Staton, Thomas F. **HOW TO STUDY.** Nashville: McQuiddy, 1954. 43 pp.
Originally written for members of the armed forces, this illustrated booklet offers a brief, but efficient account of the PQRSST study method and the principles of learning and speeded reading. It also has an instructor's guide showing how the PQRSST method can be applied to the booklet itself.
19. Weigand, George, and Blake, Walter S. Jr. **COLLEGE ORIENTATION.** Englewood Cliffs: Prentice Hall, 1955. 149 pp.
Designed primarily for use in a college study skills course. The manual has perforated pages which may be removed for evaluation of the exercises, and kept in a notebook by the student. Has a good final chapter on the use of counseling services.

A. C. P. A. CONVENTION NEWS

The American Catholic Psychological Association recently conducted two excellent meetings in New York City. The first was held in conjunction with the A.P.A. and analyzed the problem of guilt and guilt feelings. On the next day a separate assembly discussed the question of the psychological assessment of religious vocations. Msgr. Timothy Gannon, retiring president of the group, gave an address on the many sides of emotion. The proceedings are to be published according to Reverend William Bier, S.J., Executive Secretary, Fordham University, Bronx 58, N. Y. At the same time, Dr. James Cribbin was elected to the A.C.P.A. Board of Trustees. Dr. Magda B. Arnold became president of this significant organization, and Dr. S.DiMichael the pres. elect.

A Career Lecture Series

BROTHER LAWRENCE JOSEPH, F.M.S., Mt. St. Michael H. S., N.Y.C.

OUR schools today are becoming increasingly aware of the present and future needs of each pupil. One phase of this awareness is evident in our efforts to provide pupil personnel services designed not only to help each pupil solve his present problems but also to guide him in planning and preparing for his future.

The realistic choice of an occupation is a complex matching problem involving knowledge of self and knowledge of the requirements for success in the world of work. Obviously, a person cannot make a detailed study of every occupation. The best he can do is to get an over-all view of the fields of work and then select for detailed study those that concern him because of his qualities, abilities and interests.

Some of the common ways of gathering occupational information are:

1) Reading and note-taking; 2) observing men at work; 3) talking to successful workers; 4) working as a beginner—part-time or summer work.

We must admit that an adequate study of the requirements for success in even one occupation is a difficult "job". For this reason, very few high school youth, when left to their own resources, make a thorough investigation of the occupational "ladders" and "levels" that might be for them. A series of career talks (which fall under the heading "Talking to successful workers") is a rather painless way of providing our youth with some occupational infor-

mation. When planning these talks, we entertain the hope that our youth will thus be motivated to: read, observe, converse and gain work experience. A series of guidance talks produce much better results, of course, when made an integral part of a Homeroom Guidance Program.

BASIC STEPS

1. Allow each senior and junior to choose the career talks he wishes to attend. This is easily done by sending a form to each homeroom a week or two before the talk.

2. Determining the time and place for each career talk. One of the best times is the combination study and activities period which ends the school day. In this way teaching periods are neither interfered with nor disturbed. There can be a career talk each week that the school schedule permits.

3. Select the speaker for each talk. This is not so difficult as it may at first seem, especially if the school is near one or more Catholic colleges. One or two phone calls or letters to the person in charge of high school relations will provide speakers for a number of careers for which the college prepares. Other sources are: technical institutes, schools for specialized training, professional societies, governmental departments, labor unions, parents of pupils, alumni, and friends.

4. Suggest a format for each speaker which should cover such essential points as: a) qualities and abilities necessary at various levels; b) preparation in term of education and training; c) opportunities. Suggest, too, that time be allowed for a

The new Associate Editor who also doubles as a Director of Guidance finally put some of his practical ideas in a form for publication!

question period. When the career talk ends the school day, it enables pupils to remain and talk to the speaker without disrupting class periods.

Whenever possible, it is wise, as mentioned above, to invite the seniors and the juniors (and even the underclassmen if this can be done without destroying the effectiveness of the meeting). This procedure has the double advantage of motivating the juniors (and underclassmen) to investigate occupations and of covering many more occupations because each talk can thus be scheduled every two (or three) years.

SAMPLE PROGRAMS

Possible topics which could be covered in a Two-Year Career Lecture Series: 1. Liberal Arts and Careers. 2. U. S. Naval Academy. 3. State Maritime Colleges. 4. Technical Institutes. 5. U. S. Coast Guard Academy. 6. Chemistry. 7. Pharmacy. 8. Physics. 9. Teaching. 10. Aviation. 11. Apprenticiable Trades. 12. Mathematics. 13. Medicine. 14. Dentistry. 15. Accounting. 16. Marketing and Retailing. 17. Biology. 18. Labor Management. 19. Electronics. 20. Banking and Insurance. 21. Law. 22. Police Work. 23. Social Work. 24. Government Service. 25. Psychology. 26. Writing.

Repeated Every Year for Seniors: 1. The U. S. Armed Forces. 2. The National Guard. 3. Reserve Programs. 4. How to Find Your Job (Placement by N. Y. State Employment Service).

Repeated Every Year for Juniors: 1. Catholic College Away from Home. 2. Catholic College Conference Evening (parents are invited). 3. Engineering as a Career.

The reader may have noticed that this list contains no talks on priestly

and religious vocations. The reason is that, as is the case in most of our schools, religious zeal has always amply taken care of these important topics. Too little is done in too many of our schools for our far more numerous future lay-apostles whose choices are generally more difficult because of the complexity of the world of work. A Career Lecture Series will do much to establish a needed balance in our pupil personnel services so that we may come closer to being "all things to all men".

The engineering session presents us with problems generally not met with in other talks. In a boys' school, many pupils want to become engineers. The present-day engineering course is one of the most difficult and is attracting many of the best collegiate minds. Lacking room for the great numbers that want to attend, and realizing that our meeting will be far less effective if pupils with unrealistic ambitions are present, only qualified juniors are invited. Such decisions are based on school records and aptitude tests. The engineering session runs for an hour and a half. Three to five engineering specialties are represented and their representatives conduct a forum.

As yet, relatively few of our schools can claim that they have an adequate, well-integrated guidance program. The more inadequate a school's guidance services, the greater the danger that even what can be easily done will be left undone. With little effort and inconvenience, a program for imparting educational and occupational information can be planned and put into effect by any school, even by schools that have no organized guidance program, by simply inaugurating a series of guidance talks on careers.

self-conscious and introspective. Sometimes, the first experience with a social event is so harrowing that he retreats into some kind of withdrawal behavior, and can later be helped only by intensive therapy. Thus, the former seminarian is indeed faced with a Herculean task. In a matter of a few months, he is expected to be equal to his companions who have spent years furthering their social development.

FUNCTIONS OF THE COUNSELOR

As in any counseling situation, establishing a good working relationship is the first and perhaps the most important factor in aiding the former seminarian. This relationship should be characterized by acceptance and understanding. No other single factor will do more towards lessening the sense of personal failure and guilt than the whole-hearted acceptance of the former seminarian as a thoroughly worthwhile person. Such an acceptance is sometimes difficult for some counselors, especially if the counselor is a priest or religious himself. For the attitude that the student who leaves the seminary is morally guilty for his failure is often subtly inculcated during the years of training. Therefore, if the counselor is a priest or a religious, he should take stock of himself and determine just what is his attitude towards those who give up seminary life. Should he find that he either consciously or unconsciously looks upon all those who leave as failures and guilty before God for their failure, then he should either change this attitude or not attempt to counsel former clerical students. However, if a priest or a religious has an understanding approach to the counseling situation, then he is in a unique position to help the former seminarian. The very fact

that one who has succeeded can accept the person who thinks he has failed does much to lessen the feelings of guilt aroused by the seeming failure.

A further way of handling the sense of failure is a frank, objective discussion of the purpose of a seminary as a time of trial and testing. The former seminarian is in a situation quite similar to that of the medical student who finds that he does not have the necessary qualifications to be a good physician. Thus, rather than continue and face certain failure, he changes his field of study. The greater majority of seminarians who give up priestly studies do so because there are aspects of the clerical life for which they consider themselves unsuited. If they were to continue on to ordination, they know quite certainly that they could not live up to the requirements of the priesthood. Hence, usually after long months of weighing the matter, they determine to leave the seminary. Reliving those months of indecision and reworking all that went into the final decision frequently is of great help in lessening the anxiety of the former seminarian as to whether he made a mistake by leaving. This technique helps to clarify the logic of his decisions and the lack of foundation for the guilt feelings.

SUPPORTIVE THERAPY

A further function of counseling with former seminarians is supportive in nature. Most who leave the restricted life of the seminary need someone to whom they can turn when they become anxious and confused by the many new situations that they are facing for the first time. If the former seminarian has complete confidence in the counselor, he will find the advice and guidance of such a

person a great aid in arriving at many of his decisions.

This supportive function will also be operative in helping him to "get back in step" with other young people of his own age group. Frequently this will mean nothing more than encouragement and an opportunity to "talk out" his feelings of insecurity in social situations. Occasionally, the counselor may have to become more active and arrange the first date for the former seminarian. However, such a necessity should be the exception to the rule. For the results will be much more efficacious if he can tackle and conquer this problem by himself—knowing that he has an enthusiastic rooter cheering for him on the sidelines.

FINDING A NEW GOAL

As we have previously stated, an important effect of giving up all hope of becoming a priest is the loss of one's major goal in life. Thus, one of the aims in counseling former clerical students should be the establishing of a new life goal. To accomplish this end, a thorough examination of his assets and interests is demanded. Frequently some kind of psychological testing, dealing both with personality and abilities, can be a valuable aid in reaching a decision. It is not necessary that any final decision be immediately arrived at, but rather that some direction be given to his life in the form of a tentative career. The aim of this part of the counseling is to dispell that feeling of wandering about hopelessly on life's paths without any plan or end to one's activities.

In some cases, this process may demand that the counselor become quite active in urging the client to give up the last vestiges of his ambition to be a priest and settle once and for all on some tentative career. As long

as hope of somehow or some way returning to the seminary lingers, he will never set himself to the task of making any serious decision in regard to his future life. The majority of the young men who try for the priesthood are interested in people and their problems. This outstanding quality can be put to very good use. A number of former seminarians have made good physicians, teachers, or social workers. Thus, the counselor should encourage the former seminarian to capitalize on those aspects of his personality which originally might have been major factors in attracting him to the priesthood.

Once a clerical student has left the seminary, the degree of mental confusion involved in readjusting varies greatly with the individual. Some find the period of readjustment much more difficult than others. A number seem to be able to step back into the life of a layman with little or no effort. However, in the case of most, an understanding counselor makes the path back to normal life outside the seminary much easier and simpler. For all are subjected in some degree to the thoughts and feelings that have been previously discussed. Since these young men usually have many exceptional qualities and a great potential to give something worthwhile to God and the world, every hour spent in counseling and guidance is an hour that can produce great fruit.

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Guidance News And Notes

Philip D. Crisantiello, St. Peter's College, Jersey City, N. J.

CHANGES IN PERSONNEL

DR. GENEVIEVE HUNTER, former Director of the Archdiocesan Vocational Service, has joined the faculty of Fordham University's Graduate School of Education as Assistant Professor. Taking over in her place will be MR. EDWARD DOLAN. Also to leave A.V.S. is MISS SUSAN BRACA who will join the Guidance Dept. of Oceanside High School, Long Island. MR. LOUIS LaROSA, former head of guidance services at St. John's University, is now Personnel Director for the firm of D. E. McIntyre. DR. JOHN C. McDERMOTT has been appointed new Guidance Director in his place. The Student Personnel Services of St. Peter's College has added MR. WALTER SHEIL to its staff as Director of Admissions, and DR. ALFRED JOYCE as consultant in psychiatry. ROBERT GILROY, former placement officer with the Office of Psychological Services at Fordham, has joined the Cities Service Oil Co. DR. JAMES CRIBBIN, formerly of Fordham's School of Education, has joined the faculty of N.Y.U. He will be an associate professor in the School of Commerce teaching industrial psychology, as well as engaging in private practice in industry.

KEEPING POSTED

The next meeting of the METROPOLITAN COLLEGE GUIDANCE COUNCIL will be held at Manhattanville College, Purchase, N. Y. during the latter part of October. For information on the final arrangements of this meeting contact Joseph Potter, Office of Psychological Services, Fordham University, N. Y. 58, N. Y.

More than 1200 SCHOOL SISTERS OF NOTRE DAME met in St. Louis during August to hold their Third National Educational Conference. The meeting offered representatives from twenty-two states, Canada, Puerto Rico, and Japan an opportunity to study the use of professional tools in guidance.

THE NEW YORK CATHOLIC GUIDANCE COUNCIL held its fourth meeting of the year during June and discussed group procedures in a four-year guidance program. Discussants were Dr. James J. Cribbin, Brother Philip Harris, and Father William J. McMahon. Write to Brother Egan at Iona College, New Rochelle, N. Y., if you wish to receive the Council's newsletter.

PEOPLE IN THE NEWS

MR. MARTIN MEADE served on the Sign Committee for the A.P.A. convention in New York. DR. A. SCHNEIDERS and MR. JOSEPH POTTER participated in a workshop on mental health at Catholic University during June. And DR. PAUL CENTI was invited to speak to the faculty of Centenary College, La., during September on the development of a basic college skills program.

REV. GERARD FAGAN, S.J., Director of Student Personnel at St. Peter's College and MR. PHILIP CRISTANTIELLO participated in the NASPA seminar at the University of Pennsylvania during August. MR. ALVIN GRANT has been made a member of the Executive Committee of the N. Y. Personnel Management Association and was elected Chairman of their

Publications Committee.

BROTHER J. EGAN gave the opening address at the Third Annual Career Day at Ladycliff Academy, Highland Falls, N. Y. He has also been made a member of the Civilian Naval Advisory Board of Westchester, and gave graduation addresses at Delahanty H. S., Sacred Hearts H. S., and Iona Grammar School. Another dynamo, BROTHER PHILIP HARRIS has been appointed Chairman of Public Information for the Health Careers Committee of the Community Council of Greater New York.

SISTER MARY ESTELLE, S.S.N.D. of Mount Mary College, Milwaukee was appointed to the Planning Committee for Catholics in the A.P.G.A. Along with Brother Philip, Bill Cottle and Ed Daubner, she is working out arrangements for the next meeting of Catholic counselors at St. Louis on Palm Sunday.

DR. JAMES CRIBBIN was director of the Third Annual Guidance Institute of Fordham University held during July. It attracted many notable people in the field of guidance for its 112 participants. Dr. Natalie Darcy and Brother Philip, O.S.F., were workshop directors for the event.

COUNSELING IN NURSING SCHOOLS

Sixty Sisters of the Holy Cross, Sisters of St. Joseph, lay men and women attended the three-day Workshop on Guidance at Holy Cross Central School of Nursing in South Bend, Ind., beginning July 8. Director of the seven-year-old school is SISTER M. NICHOLAS, C.S.C., M.S.N.

The workshop, among the first, if not the first of such workshop for a Catholic school of nursing, was under the direction of Miss Leona Hosinski, instructor in the basic sciences and psychology at Holy Cross Central and a candidate for the Ph.D. in education at the University of Notre Dame.

SISTER MARY ESTELLE, S.S.N.D., M.E., Mount Mary College, Milwaukee, Wis., was chosen as consultant for the workshop because of her leadership and her wide recognition as lecturer and writer in the field of guidance and counseling.

Panelists and resource persons represented a wide range of preparations and experience, BROTHER MARION BELKA, S.M., M.A., resource person in charge of testing, was organizer of the guidance program of the Don Bosco High School in Milwaukee. He is now on the faculty of the University of Notre Dame.

SISTER M. CHRISTOPHER, R.S.M. M.A., formerly head of the sociology department of Salve Regina College, Newport, R.I., brought to her assignment wide counseling experience in various social agencies and with student nurses. Sister Christopher served as resource person for group activities.

SISTER M. MARGARET RITA, C.S.C., M.A., formerly assistant dean of women at Saint Mary's College, Notre Dame, was resource person for the area of discipline. A one-time counselor in the residence halls of Indiana University, Sister Margaret Rita was the recent organizer of Young Christian Students at Saint Mary's High School, Michigan City, Ind.

The basic content of the workshop was presented in the panel, "The Student Personnel Program," on the first afternoon. Subjects covered were: "Personality," Ronald F. Rousseve; "Discipline," Sister Margaret Rita; "Student Activities," Sister Christopher; "Testing," Brother Marion Belka; "Counseling," Sister Mary Estelle; "An Over-All View of Guidance," Mother Regina.

Tips & Techniques

Sister Mary Estelle, S.S.N.D.
Mount Mary College,
Milwaukee, Wisconsin

The opening of the school term 1957-1958 directs our attention to an important service of a guidance program, namely, **ORIENTATION** of new students. If it is true that entering upon a new situation is often accompanied by a temporary period of insecurity, then the pre-school child about to enter kindergarten or first grade, the elementary student transferring to a Junior or Senior high school, the high school senior preparing for college, all are in need of this specific guidance function.

Orientation means adapting oneself to a new environment. As a high school or college student personnel service it means helping the student find himself on the school or college campus in order to make the most of his opportunities, intellectually, socially, and spiritually.

GENERAL PRINCIPLES OF ORIENTATION

1. Orientation is an adaptation to a new physical, educational, and personal environment, therefore, the program must be all inclusive.

2. Orientation is a developmental process, therefore, a day or a week of activities does not constitute a proper orientation program.

3. Orientation to school life is a preparation for orientation to life—assisting the student to take his place in the world according to the plan of God.

Essential information to be included in the first principle cited.

a. Physical Orientation—acquaint-

ing the student with the building and campus; alerting him to the various offices where specialized personnel services are available. In **HIGH SCHOOL**: offices of the principal, registrar, counselor, etc.; in **COLLEGE**: offices of the Dean of Studies, Dean of Students, Registrar, Bursar, Student Personnel, Admissions, Placement, etc.

b. Educational Orientation—description of courses, requirements for graduation, program planning, curricular and co-curricular activities, etc.

c. Personal Orientation—maintaining physical and mental health social skills, study habits, sense of purpose and achievement, adjustment to self and others, etc.

GROUP PROCEDURES IN ORIENTATION

Since Orientation could be classified as a learning process and since the needs and problems of the entering freshmen are similar and could be listed as academic problems, vocational problems, social problems, and personal problems, it follows that much could be achieved by the Group Discussion Method.

The size of the groups will vary according to the personnel and time available in the respective high school or college. The home-room in a **HIGH SCHOOL** offers a splendid opportunity for group orientation. On the **COLLEGE LEVEL** where lecture groups are larger, provision should be made for combining lecture with discussion. The ideal would be groups of about fifteen or twenty with competent faculty advisers.

Take for example the problem, "How To Study."

